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Digital-Based Educational Quality Evaluation Through Virtual Observation Using The SPMI–PPEPP Framework at Universitas Nurul Jadid

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ABSTRACT

This study examines the implementation of digital-based educational quality assurance at Universitas Nurul Jadid using the Internal Quality Assurance System (SPMI) integrated with the PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement). The study was motivated by the growing role of digital transformation in higher education governance, particularly in enhancing transparency, accountability, academic services, and sustainable quality culture in pesantren-based universities. A mixed descriptive approach was employed, combining quantitative and qualitative methods through digital observation and documentation. The observation focused on the university's official website and supporting digital platforms. The research instrument was developed based on SPMI–PPEPP indicators covering information transparency, digital academic services, quality evidence, institutional activities, and quality evaluation and improvement. The results show that Universitas Nurul Jadid achieved a score of 74 out of 80, categorized as "Very Good." Information transparency and institutional digital activities received the highest scores, reflecting a strong commitment to public communication and digital governance. However, challenges remain in integrating digital quality control systems, monitoring follow-up actions, and sustaining evidence-based quality management. The study offers practical recommendations for strengthening sustainable quality culture through integrated digital governance and continuous quality improvement.

Keywords: quality culture; digital quality assurance; Islamic higher education; SPMI–PPEPP; digital governance

INTRODUCTION

Digital transformation has significantly reshaped higher education, particularly through the increasing use of information technology in institutional management, academic services, and public information transparency. Digitalization has not only transformed teaching and learning processes but has also altered institutional governance and service delivery systems. Educational institutions are therefore required to adapt to the digital ecosystem in order to improve service effectiveness, strengthen institutional competitiveness, and respond to the evolving demands of society. In the context of pesantren-based higher education institutions, digital transformation has become a strategic necessity for strengthening governance, enhancing academic services, and developing quality assurance systems that are responsive to technological advancements (Mulyawan Safwandy Nugraha et al., 2025). Universitas Nurul Jadid represents one of the institutions actively integrating Islamic values with a technology-driven higher education system (Iqbal et al., 2025).

Institutional websites have evolved into a "face of quality," reflecting institutional credibility, accountability, and performance. Information provided through official websites-including institutional profiles, academic services, achievements, and quality assurance systems-has become an important source for public evaluation of educational quality (Rismawati & Arifudin, 2024). In this regard, the website of Universitas Nurul Jadid functions not only as an information dissemination platform but also as a representation of digital transformation that supports transparency, digital academic services, and the development of a quality culture (Surahman, 2025).

Despite the increasing adoption of digital platforms, significant disparities remain in information transparency among higher education institutions (Sangaji & Irianto, 2025). Many universities still struggle to provide comprehensive, systematic, and publicly accessible information (Mahulae, 2025). Previous studies indicate that digital transparency remains particularly weak in areas related to learning outcomes, academic services, and institutional achievements (Alfauzi & Faslah, 2025). Similar challenges are faced by pesantren-based universities, including Universitas Nurul Jadid, in developing digital systems capable of comprehensively representing institutional quality assurance practices (Muhammad Zaki Maulana, 2024).

A more fundamental challenge concerns the limited availability of digital quality evidence. Many institutions do not adequately publish evaluation reports, follow-up actions, or measurable performance indicators, resulting in what may be described as pseudo-transparency (Husna, 2024). Consequently, digitalization alone is insufficient unless supported by accessible and verifiable quality evidence that enables stakeholders to assess institutional accountability and quality performance objectively.

Within the Indonesian higher education system, the Internal Quality Assurance System (SPMI) serves as the primary mechanism for ensuring continuous quality improvement (Adeng Hudaya et al., 2025). Beyond its administrative function, SPMI contributes to the development of a sustainable quality culture through institutional commitment, internal evaluation, and the integration of quality policies into academic and non-academic activities (Jahra et al., 2026)makm. The implementation of SPMI is operationalized through the PPEPP cycle-Determination, Implementation, Evaluation, Control, and Improvement-which emphasizes continuous quality improvement and systematic quality management (Makmun & Yasin, 2025). This cycle ensures that quality standards are not only established but also implemented, evaluated, monitored, and continuously improved in response to institutional needs and stakeholder expectations. In recent years, the integration of digital technologies into quality assurance systems has attracted growing attention because of its potential to improve efficiency, transparency, and data accuracy (Shalihah et al., 2025). Universitas Nurul Jadid has begun developing various digital services that support the implementation of the PPEPP cycle through online academic services, quality information dissemination, and digital documentation of institutional activities.

Although studies on quality assurance and digital transformation continue to expand, important methodological limitations remain (Priyono et al., 2025). Existing research is largely dominated by conceptual discussions, perception surveys, and document-based case studies (Rachmawati & Zahra Dinul Khaq, 2025). In contrast, studies employing digital observation to examine institutional quality representation through official websites remain limited (Ropik &

Khoiri, 2026). Yet, institutional websites constitute a direct manifestation of transparency and accountability practices accessible to the public. Therefore, examining the official website of Universitas Nurul Jadid is important for understanding how digital quality assurance practices are represented and implemented within a pesantren-based Islamic higher education institution.

Another research gap concerns the limited integration between SPMI, the PPEPP cycle, and digital quality assurance frameworks (Sabran & Julaiha, 2026). Previous studies often discuss SPMI as an administrative instrument or focus solely on technological aspects of digitalization without linking them to continuous quality improvement processes (Imam Fathul Aziz & Dicky Pratama, 2025). Likewise, studies on digital quality assurance frequently emphasize technological efficiency while overlooking quality policy integration and systematic control mechanisms. These limitations indicate the need for a more comprehensive approach capable of integrating SPMI, PPEPP, and digital quality evaluation within a single analytical framework (Salsabilah et al., 2026).

To address these gaps, this study offers three main contributions: the application of virtual observation, the development of a PPEPP-based evaluation instrument, and the formulation of practical recommendations for strengthening institutional quality assurance systems (Ndari et al., 2025). By combining direct observation of the official website of Universitas Nurul Jadid with the PPEPP framework, this study provides an evaluative and solution-oriented analysis of digital quality assurance. This approach aligns with contemporary developments emphasizing the integration of digital systems, quality indicators, and continuous evaluation processes (Maimunah & Hidayah, 2026). Furthermore, it provides a practical framework for assessing how digital platforms can support transparency, accountability, and evidence-based quality management in higher education institutions. Consequently, the study contributes an integrative digital quality analysis model for strengthening transparency, accountability, and educational service quality in pesantren-based higher education institutions (Hadijaya, 2025).

Based on these considerations, this study aims to analyze the implementation of digital-based educational quality through virtual observation using the SPMI–PPEPP framework at Universitas Nurul Jadid (Rosyidi et al., 2025). The study focuses on digital information transparency, quality evidence availability, website-based academic services, and the representation of digital quality assurance practices in supporting a sustainable quality culture (Argaricha et al., 2025). Furthermore, it seeks to develop an integrative quality analysis model and provide practical recommendations for strengthening internal quality assurance systems in pesantren-based higher education institutions (Wafiq et al., 2026).

RESEARCH METHOD

This study employed a mixed descriptive method combining quantitative and qualitative approaches to evaluate the implementation of digital-based educational quality at Universitas Nurul Jadid (Nasution et al., 2024). The quantitative approach measured the fulfillment of digital quality indicators through a scoring system based on an observation instrument, while the qualitative approach provided an in-depth description of internal quality assurance practices represented through digital evidence available on the university's official website. The integration of both approaches enabled a comprehensive and contextual analysis of digital quality assurance practices in a pesantren-based higher education institution (Cesna et al., 2026).

The study focused on digital information systems and quality representations available on the official website of Universitas Nurul Jadid and its supporting units. The university was selected because it has implemented the Internal Quality Assurance System (SPMI) and developed technology-based academic services within its governance framework. In addition, Universitas Nurul Jadid represents the integration of pesantren values and technology-driven quality management in Islamic higher education. The observation covered institutional profiles, academic services, student information systems, institutional publications, quality assurance evidence, and documentation of academic and non-academic activities.

Data were collected through digital observation and documentation techniques (Anam et al., 2021). Digital observation involved systematic examination of website interfaces, service features, quality documents, and publicly accessible information available on the university website and related units, including LPPM, LP3M, quality assurance offices, and academic information systems. Documentation techniques were used to collect supporting evidence such as screenshots, quality policy documents, internal quality audit reports, accreditation records, and institutional publications. This approach is considered effective for evaluating transparency and public accountability practices in higher education because it enables direct observation of institutional quality representation through online platforms (Abdullah et al., 2025).

The research instrument was developed based on the SPMI–PPEPP framework and organized as a digital quality observation sheet consisting of measurable indicators (Rosyidi et al., 2025). The instrument included five dimensions: information transparency; digital academic services; quality evidence; institutional activities; and quality evaluation and improvement. These dimensions covered institutional information, SIAKAD accessibility, quality assurance documents, institutional publications, official social media integration, complaint systems, monitoring activities, and implementation of the PPEPP cycle. The instrument was designed according to the principle of continuous quality improvement within the SPMI framework.

Each indicator was assessed using a four-point scale, where 1 indicated unavailable, 2 indicated available but incomplete, 3 indicated adequately available, and 4 indicated fully available and publicly accessible. The maximum score was 80 points, and the results were classified into four categories: very low, low, good, and very good. This scoring system facilitated objective and measurable evaluation of digital quality implementation and provided a data-driven basis for institutional assessment (Almaida et al., 2025).

Data analysis was conducted through three stages: data reduction, score interpretation, and analysis based on the SPMI–PPEPP framework (Fadhilah et al, 2025). Observation data were categorized according to the five research dimensionsh, and indicator scores were calculated and interpreted based on predetermined quality categories. The final stage examined the extent to which available digital evidence reflected the principles of continuous quality assurance and the implementation of the PPEPP cycle, including determination, implementation, evaluation, control, and improvement processes (Charoensiwarak et al., 2025). This analysis provided a comprehensive understanding of digital quality assurance practices in a pesantren-based Islamic higher education institution during the era of digital transformation.

RESULTS AND DISCUSSION

This section presents the findings of the study based on digital observations of the official website of Universitas Nurul Jadid. Using a mixed descriptive approach, the results are

organized into two parts. The Results section reports the overall digital quality assessment and performance across five quality dimensions, while the Discussion section interprets these findings using the SPMI–PPEPP framework to identify strengths, limitations, and recommendations for continuous quality improvement.

Digital observation of the official website of Universitas Nurul Jadid revealed that the implementation of digital-based educational quality assurance was categorized as Very Good based on the SPMI–PPEPP framework. The assessment covered five dimensions: information transparency, digital academic services, quality evidence, institutional activities, and quality evaluation and improvement. Each indicator was evaluated using a four-point scale, with a maximum total score of 80 points.

Table 1. Digital Quality Assessment Results of Universitas Nurul Jadid

No.	Assessment Dimension	Score	Percentage(%)
1.	Information Transparency	16/16	100%
2.	Digital Academic Services	14/16	87,5%
3.	Quality Evidence	14/16	87,5%
4.	Institutional Activities	16/16	100%
5.	Quality Evaluation and Improvement	14/16	87,5%
	Total	74/80	92,5%

Figures Based on the assessment results, Universitas Nurul Jadid obtained a total score of 74 out of 80, placing the institution in the Very Good category. The highest scores were recorded in information transparency and institutional activities, while digital academic services, quality evidence, and quality evaluation and improvement received slightly lower scores. Overall, the findings indicate that the university has provided extensive digital services and information supporting public accountability and institutional transparency.

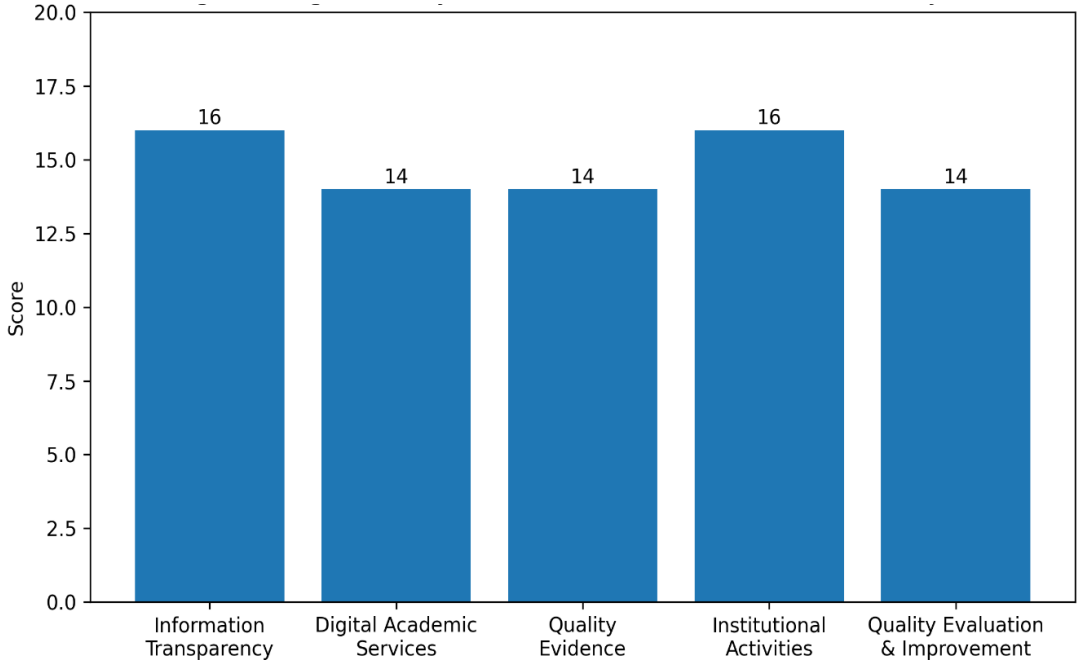


Figure 1. Digital Quality Assessment Results of Universitas Nurul Jadid Across Five Evaluation Dimensions

Figure 1 illustrates the distribution of assessment scores across the five dimensions of digital quality assurance. Information Transparency and Institutional Activities achieved the

highest scores (16/16), while Digital Academic Services, Quality Evidence, and Quality Evaluation and Improvement each obtained a score of 14/16. The overall score of 74 out of 80 indicates a very good level of digital quality assurance implementation at Universitas Nurul Jadid.

The observation results showed that Universitas Nurul Jadid provides various forms of institutional information through its official website, including the university profile, vision and mission, organizational structure, study program information, academic calendar, and accreditation status. These materials are publicly accessible and organized within the institutional website. Based on the assessment, this dimension achieved the maximum score of 16 out of 16, indicating a high level of information availability and accessibility.

Digital academic services at Universitas Nurul Jadid include the Academic Information System (SIAKAD), digital academic calendar, student services, and integrated information systems supported by single sign-on (SSO) access. These services allow students to access course schedules, academic records, course registration, and administrative services online. The website navigation structure was also found to be relatively user-friendly. This dimension obtained a score of 14 out of 16, indicating that the digital services effectively support major academic activities. However, several services remain accessible only through separate subdomains, resulting in limited integration of digital service platforms.

The quality evidence dimension focused on the availability of digital documents related to quality assurance practices. The observation identified Internal Quality Audit (AMI) reports, accreditation documents, satisfaction survey results, and quality assurance activity reports available through institutional websites and quality assurance units. This dimension received a score of 14 out of 16, reflecting a substantial availability of quality-related documentation. Nevertheless, several evaluation reports were not updated regularly, and some quality documents remained distributed across different digital platforms.

Institutional activities constituted one of the strongest dimensions identified in this study. The university website actively publishes institutional news, activity reports, scientific publications, student achievements, and social media content. Academic and non-academic activities are regularly documented and disseminated through official university channels. As a result, this dimension obtained the maximum score of 16 out of 16. Although some older multimedia archives have not been fully digitized, institutional publications remain consistently available and accessible.

The quality evaluation and improvement dimension examined the availability of digital mechanisms supporting institutional evaluation processes. The observation identified satisfaction surveys, Internal Quality Audit (AMI) reports, quality monitoring activities, and several published improvement recommendations. These findings indicate that evaluation-related evidence is available through institutional digital platforms. This dimension received a score of 14 out of 16, reflecting the existence of evaluation mechanisms and supporting documentation. However, complaint management systems, follow-up monitoring reports, and improvement documentation were not yet fully integrated within a single publicly accessible platform.

Overall, the findings demonstrate that Universitas Nurul Jadid has implemented digital-based educational quality assurance at a very good level. Information transparency and institutional activities emerged as the strongest dimensions, while digital academic services,

quality evidence, and quality evaluation and improvement still present opportunities for further development and integration.

Discussion

The findings demonstrate that Universitas Nurul Jadid has successfully implemented digital quality assurance practices that support transparency, accountability, and institutional effectiveness. One of the institution's primary strengths lies in its commitment to public information transparency. Through its official website, the university provides comprehensive information regarding its vision and mission, institutional profile, organizational structure, accreditation status, academic services, and institutional activities. This transparency reflects the principles of accountable higher education governance and supports the development of a sustainable quality culture (Widiastuti et al., 2025). The availability of publicly accessible information also strengthens institutional legitimacy and public trust, which are essential components of contemporary higher education management (Hutahaean et al., 2026).

Another significant strength is the university's active digital publication practices. Institutional activities, academic achievements, research outputs, and community engagement programs are regularly disseminated through the official website and integrated social media channels. Such practices enhance institutional visibility and support effective communication with stakeholders (Mail & Novaria, 2025). Continuous digital publication also demonstrates the university's commitment to maintaining transparency and public engagement in the era of higher education digitalization.

The availability of digital quality evidence further indicates the institution's commitment to evidence-based quality assurance. Documents such as Internal Quality Audit (AMI) reports, accreditation records, satisfaction surveys, and quality assurance reports are available through institutional digital platforms. These findings suggest that quality assurance activities are not merely administrative requirements but are documented systematically as part of the PPEPP cycle within the SPMI framework (Sabran & Julaiha, 2026). The presence of digital quality evidence supports data-driven decision-making and contributes to continuous quality improvement (Misba, 2026).

In addition, the implementation of digital academic services through SIAKAD, academic calendars, and single sign-on (SSO) systems reflects the university's efforts to modernize educational administration. These services improve accessibility, efficiency, and responsiveness in academic management while supporting stakeholder needs in a technology-driven educational environment (Halimi et al., 2025).

Despite these achievements, several limitations remain. The most prominent challenge concerns the integration of digital quality systems. Although various digital services and quality-related documents are available, information remains distributed across multiple subdomains and platforms, reducing accessibility and efficiency (Nabilah et al., 2025). Furthermore, certain academic services and quality information remain accessible only to internal users, limiting public access to institutional quality evidence. Another limitation involves the absence of an integrated digital complaint and follow-up monitoring system. As a result, stakeholders have limited opportunities to observe how evaluation findings are translated into concrete quality improvement initiatives. These findings suggest that while digital quality

assurance implementation has reached a very good level, further efforts are required to strengthen integration, accessibility, and transparency in institutional quality management.

The implementation of digital quality assurance at Universitas Nurul Jadid can be analyzed through the PPEPP cycle, which serves as the operational framework of the Internal Quality Assurance System (SPMI). The findings indicate that the university has incorporated each stage of the PPEPP cycle into its digital governance practices, although the level of implementation varies across dimensions.

The determination stage is reflected in the availability of institutional policies, vision and mission statements, governance structures, and academic information published through digital platforms. These elements demonstrate the university's commitment to communicating quality standards and strategic directions to stakeholders (Surahman, 2025). Public accessibility of institutional information also reflects accountability and transparency in higher education governance. Nevertheless, the fragmentation of several quality-related documents across different platforms indicates the need for stronger integration of digital quality policies.

The implementation stage is evident through the operation of technology-based academic services and institutional communication systems. Digital platforms facilitate academic administration, student services, and dissemination of institutional information. These practices indicate that quality standards have been translated into operational activities supported by digital technology (Lestari et al., 2021). However, limited accessibility to certain services suggests that inclusiveness remains an area for improvement (Sangaji & Irianto, 2025).

The evaluation stage is represented by the availability of audit reports, satisfaction surveys, and quality assurance documentation. These findings indicate the adoption of evidence-based evaluation practices that support continuous quality improvement. The availability of evaluation data also reflects an institutional culture that values reflection and assessment as essential components of quality management. However, some evaluation documents are not updated regularly, potentially reducing the effectiveness of quality monitoring processes (Agusnawati et al., 2024).

The control stage remains one of the most challenging dimensions. Although monitoring activities and stakeholder feedback mechanisms exist, digital quality control systems have not yet been fully integrated. Information regarding follow-up actions and corrective measures is still limited, making it difficult for stakeholders to evaluate the effectiveness of quality assurance processes (Ferunika et al., 2025). This finding indicates that strengthening monitoring and control mechanisms should become a strategic priority for future development.

The improvement stage demonstrates the institution's commitment to continuous enhancement through service development, website updates, and digital innovation initiatives. Continuous adaptation to technological developments indicates a positive orientation toward sustainable quality improvement (Paizaluddin et al., 2025). Overall, the PPEPP analysis suggests that Universitas Nurul Jadid has established a solid foundation for digital quality assurance, although greater system integration and monitoring effectiveness remain necessary to optimize quality governance.

Based on the findings, several strategic recommendations can be proposed to strengthen digital quality assurance implementation at Universitas Nurul Jadid. First, the university should develop an integrated digital quality governance framework aligned with SPMI standards, institutional strategic plans, and national digital transformation policies (Rosyidi et al., 2025).

Such integration would improve consistency across quality assurance activities and enhance institutional efficiency.

Second, digital academic services should be consolidated within a unified platform connecting academic administration, quality assurance units, institutional publications, and student services. Integrated digital systems have been shown to improve accessibility, quality control effectiveness, and institutional accountability (Mulyawan Safwandy Nugraha et al., 2025).

Third, the university should strengthen evidence-based quality management by developing a real-time digital quality dashboard capable of integrating evaluation data from multiple organizational units. Such a system would facilitate monitoring, analysis, and data-driven decision-making while enhancing institutional responsiveness to quality-related issues (Bahtiar et al., 2025).

Fourth, digital complaint management and follow-up monitoring mechanisms should be improved through the establishment of an integrated quality control system. Transparent monitoring of corrective actions would increase accountability and ensure that evaluation findings are translated into measurable quality improvements (Sihite et al., 2026).

Finally, sustainable quality improvement should focus on strengthening digital competencies among academic and administrative staff while preserving the distinctive values of pesantren-based education. Integrating technological innovation with institutional values will enable Universitas Nurul Jadid to maintain its identity while adapting to the demands of higher education digital transformation (Prasetiya, 2025). Through continuous implementation of the PPEPP cycle and the strategic integration of digital systems, the university can further strengthen its quality culture and enhance the effectiveness of digital quality assurance in the long term.

CONCLUSION

Based on the results of digital observations conducted on the official website of Universitas Nurul Jadid, this study concludes that the implementation of digital-based educational quality assurance has been carried out at a very good level, achieving a score of 74 out of 80 according to the Internal Quality Assurance System (SPMI) framework and the PPEPP cycle. The findings indicate that the dimensions of information transparency, digital academic services, quality evidence, institutional activities, and quality evaluation have been implemented effectively through the utilization of information technology. The institutional website functions not only as a medium for information dissemination but also as a strategic instrument for promoting public accountability, institutional transparency, and the development of a sustainable quality culture within a pesantren-based higher education environment.

The analysis based on the PPEPP cycle demonstrates that the determination stage has been reflected through the availability of institutional vision and mission statements, organizational profiles, and various academic information that are publicly accessible through digital platforms. The implementation stage is evident in the development of digital academic services, the utilization of academic information systems, and the active dissemination of institutional activities through digital media. At the evaluation stage, the university has provided various forms of quality evidence, including Internal Quality Audit (AMI) reports, satisfaction surveys, and quality assurance documents that support evidence-based evaluation

processes. Meanwhile, the control and improvement stages have also been implemented, although further enhancement remains necessary, particularly in the areas of digital quality system integration, transparency of evaluation follow-up actions, and centralized management of quality-related evidence.

The findings further confirm that digital transformation plays a significant role in supporting the effectiveness of SPMI implementation within pesantren-based higher education institutions. Digital information transparency and active institutional communication represent the major strengths of Universitas Nurul Jadid in strengthening public trust and fostering a sustainable quality culture. At the same time, the development of a more integrated digital quality management system remains a strategic priority for supporting evaluation, control, and continuous quality improvement processes.

Therefore, Universitas Nurul Jadid should continue to strengthen its integrated, transparent, and data-driven digital quality governance system to support the implementation of continuous quality improvement. This study also demonstrates that digital observation of institutional websites can serve as an alternative approach for assessing the implementation of higher education quality assurance based on the SPMI framework. Future research is recommended to involve digital service users, quality assurance administrators, and more comprehensive evaluation approaches in order to provide a deeper understanding of the effectiveness of digital quality assurance practices within pesantren-based Islamic higher education institutions.

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